DOCUMENT RESUME

ED 412 580 CS 509 619

AUTHOR Whitfield, Tammy J.
TITLE Academic Effectiveness of Allegheny County Middle Schools' Instructional Support Teams.
PUB DATE 1996-04-00
NOTE 31p.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; Educational Research; *High Risk Students; *Instructional Effectiveness; Intermediate Grades; Intervention; Junior High Schools; *Middle Schools; School Surveys; *Teamwork
IDENTIFIERS *Instructional Support; Intervention Assistance Teams; Pennsylvania (Allegheny County)

ABSTRACT

In July 1990, the Commonwealth of Pennsylvania adopted the Instructional Support Team initiative to identify those students who experience academic, behavioral, social-emotional, and/or communication difficulties, and to provide the needed support to help them succeed. A study evaluated the effectiveness of middle school Instructional Support Teams (IST) in Allegheny County, Pennsylvania with respect to "quality point average" (QPA) changes after a student had gone through the IST process. The IST initiative includes a mandated team of the building principal, classroom teacher, and support teacher. Various other adults such as counselors, psychologists, nurses, speech therapists, other teachers, and parents may be included on the team. The team works together to problem-solve and develop strategies that will help at-risk students to succeed in the regular classroom. Questionnaires were mailed to 13 school districts in the county who have IST in place in a middle school building. Completed questionnaires were received from 11 districts representing 47 students who were at-risk for school failure. Results indicated a significant improvement in QPA scores for the academically at-risk students who have gone through the IST process during the first semester of the 1995/1996 school year. Future research should focus on specific reasons why IST students are experiencing academic success. (Contains 22 references and 4 charts; appendixes contain a cover letter and the questionnaire.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 412 580

Academic Effectiveness of Allegheny County Middle Schools' Instructional Support Teams

by
Tammy J. Whitfield
Robert Morris College

Submitted as fulfillment
of the requirements for ED 560

April, 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
T. Whitfield
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS505617

BEST COPY AVAILABLE

OUTLINE

I. Abstract

II. Introduction

- A. Instructional Support overview
- B. Purpose for IST
- C. Need for the study

III. Definition of terms

IV. Statement of the problem

- A. Question
- B. Null hypothesis

V. Delimitation and limitations

VI. Review of the literature

- A. At-risk students
- B. Labeling
- C. ADAPT techniques
- D. Special education in Pennsylvania
  1. PL94-142
  2. IDEA
  3. Chapter 14 & 342
- E. Pennsylvania's IST regulations

VII. Methodology

A. Selection of subjects

B. Design of research project

C. Correlational data

1. IST process/reason for request

2. IST process/grades

D. Validity

E. Reliability

VIII. Results and discussion

A. Data interpretation

B. Graphical display

IX. Conclusions and recommendations

A. Effects of IST

B. Implications for the future

X. Appendices

A. Cover letter to support teacher

B. IST questionnaire

XI. References

ABSTRACT

Many middle school students across the country are considered to be at-risk for school failure. For various reasons, frequently beyond his control, a student may begin to be withdrawn, inattentive, defiant, or even abusive. His ability to positively function in school is weak. His grades may begin to drop, and it is realized that he needs some form of support.

The Commonwealth of Pennsylvania, in July of 1990, recognized this problem area, and they adopted the Instructional Support Team initiative. The goal is to identify those students who experience academic, behavioral, social-emotional, and/or communication difficulties, and to provide the needed support to help them succeed.

This study evaluated the effectiveness of middle school Instructional Support Teams in Allegheny County with respect to QPA changes after a student had gone through the IST process, due to academic difficulties, during the first semester of the 1995/1996 school year.

Section I

Academic Effectiveness of

Allegheny County Middle Schools'

Instructional Support Teams

The Commonwealth of Pennsylvania, in July of 1990, began to implement Instructional Support Teams in approximately 100 of the state's 501 school districts. All 501 districts were to be in place within a five year period.

Instructional Support Teams, or IST, was designed primarily "to identify effective instructional approaches for students prior to referral for special education as well as to help support students with disabilities in regular classroom environments" (PDE, Bureau of Special Education, Instructional Support, 1994).

The Instructional Support Teams work to develop strategies that are of use to the classroom teacher and the identified student. The purpose of the team is to help to make the classroom experience successful.

Another IST goal is to identify and/or help the students prior to being referred for special education. The research points to inclusion as being a positive

educational step, and IST is one way to help accomplish this objective.

Grade retention is yet another concern of the Pennsylvania Department of Education. Research has shown that in most cases, retention may be more harmful than beneficial. By enabling a student to go through the IST process, however, the percentage of grade retentions have decreased as much as 67% (PDE, Bureau of Special Education, Instructional Support, 1994).

Pennsylvania, during the 1994/1995 school year, funded $11 million to the IST districts to help offset the cost of the program. With such a high expenditure, there is a need to evaluate the Instructional Support process. It is imperative to determine if IST is academically effective. Consequently, an attempt was made to determine if Instructional Support Teams are academically beneficial at middle schools in Allegheny County, in the Commonwealth of Pennsylvania.

DEFINITION OF TERMS

The following terms will be found throughout this research.

Academic effectiveness - To bring about a positive change in quality point averages

ADAPT - **A Developmental Activity Program for Teachers; Varying methods and materials to meet the needs of students**

Allegheny County - A south western county in the Commonwealth of Pennsylvania

At-risk - Students who are experiencing academic, behavioral, social-emotional, and/or communication difficulties; those who are in danger of not succeeding

Commonwealth of PA - The state of Pennsylvania

IDEA - Individuals with Disabilities Act

Instructional Support Team - A specific group of people who help to identify at-risk students and provide the classroom teacher with practical strategies to help the identified student

IST - Instructional Support Team

PDE - Pennsylvania Department of Education

PL94-142 - The Education for All Handicapped Children Act of 1975

Positive reinforcement - Strengthening a behavior by offering a desired consequence

Pre-referral intervention - The systematic provisions and documentation of interventions within the regular classroom setting prior to referral for special education evaluation and decision making (Graden, Casey, Christenson, 1985)

Pygmalion effect - Being influenced by the expectations of others

QPA - Quality Point Average

Self-fulfilling prophecy - Expectations about future behavior and performance that comes from labels (Page & Page, 1993)

Special Education - Instruction designed to help both the disabled and gifted child use his full learning ability (World Book Encyclopedia, 1993)

Support teacher - The person who helps the classroom teacher and identified student to develop and implement strategies to promote success; the person who facilitates and organizes the functions of the Instructional Support Team

STATEMENT OF THE PROBLEM

The purpose of this study is to evaluate the academic effectiveness of the Pennsylvania mandated Instructional Support Team process at middle schools in Allegheny County.

Specifically, the question to be addressed by this study is:

How have students' quality point averages been affected after having gone through the IST process?

Null Hypothesis:

Academically at-risk middle school students who have gone through the IST process have not shown a significant improvement in quality point averages.

DELIMITATION

The Commonwealth of Pennsylvania has mandated that all 501 school districts, by the 1994/1995 school year, will have implemented IST in grades K - 6. Several school districts, consequently, are voluntarily using this process in grades 7 - 12. For the purpose of this study, however, it was decided to evaluate the academic effectiveness of IST in grades 6 - 8 only. No consideration will be given to students in grades K - 5 or 9 - 12.

LIMITATIONS

1. School districts often vary in the way students' evaluations are recorded. Percentages and criteria often differ from district to district. Since all evaluation methods are not uniform, the QPA statistics may reflect that inconsistency.

2. Not all school districts have implemented IST in middle level buildings within their district. Some districts chose only to utilize the process for grade 6. Due to that limitation, the statistics may be weighted heavier toward students in grade 6.

Section II

REVIEW OF THE LITERATURE

At-Risk

In 1990, government statistics indicated that 25% of the students in the United States would not graduate from high school (O'Sullivan and Tennant, 1993). Abusive families, significant loss, and drug addictions are a few of the reasons why many students become at-risk for school failure (Morgan, 1985). As the crisis continues to hinder their lives, their chance of academic success dwindles. The students lack, either temporarily or permanently, the intellectual, emotional, and/or social skills necessary to do well in school. Many begin to feel helpless and out of control, and consequently seek attention through the wrong channels. Typically, these students need a support system to help them cope with their dilemma (Ogden & Germinario, 1988).

Labeling

Once a student has been labeled, he may experience the Pygmalion Effect. He may begin to live up to the expectations of others, be they high or low. The at-risk student often is dubbed "a problem," and he consequently gravitates to that self-fulfilling prophecy.

Labeling often leads to low self-esteem, which in turn leads to academic failure (Page & Page, 1993). Once the student views himself as a failure or less adequate

than his peers, he is likely to head down a destructive path. According to McMillian, Singh, and Simonetta (1995), a healthy self-esteem results from meaningful accomplishments or tasks that have an external-to-self orientation. Therefore, in order for a labeled student to be successful, he must break the cycle of "problem child/low self-esteem."

Labeling can be detrimental to the mental health of the student. If at all possible, educators should try to identify and help at-risk students prior to being identified as handicapped (Allington, 1993).

ADAPT Techniques

A Developmental Activity Program for Teachers (ADAPT) was developed by the Allegheny Intermediate Unit #3 (PDE, Bureau of Special Education, Instructional Support Team, 1994). The purpose was to help those at-risk students to function in the classroom without constantly remaining at their frustration level. Visual organizers, assignment trackers, and adapted tests are the types of materials that were developed to lower the student's frustration level and enable him to experience success.

The purpose of ADAPT is to provide teachers with assistance for adapting materials and tests (PDE, Bureau of Special Education, Instructional Support Team, 1994). For instructional material adaptation, the design of the materials are changed to meet the instructional level of the student. Performance adaptation addresses the way

the student will demonstrate his grasp of the information. Basically the teacher uses these materials to find new avenues through which students may succeed.

Special Education

PL 94-142, the Education for All Handicapped Children Act of 1975, provided for free and appropriate education for all children. Disabilities were no longer permitted to be a reason for denial of an equal education.

In October of 1990, the Act of 1975 was revamped, and it was known as the Individuals with Disabilities Act (IDEA). This act provided for due process rights and equal educational opportunity (King, 1994). It also clearly stated that honest attempts must be made to help a student prior to assessment for special education (PDE, Bureau of Special Education, Instructional Support Team, 1994).

The Pennsylvania Department of Education, in response to the recommendation by the Governor's task force, began to rethink some of Pennsylvania's special education regulations. (PDE, Bureau of Special Education, Instructional Support Team, 1994). Chapters 14 and 342 of the Pennsylvania Code outline the special education services in the Commonwealth of Pennsylvania.

In June of 1990, the regulations were revised to indicate a need for a pre-referral step prior to immediate placement in special education. In PA Code 22 Sections 14.24 and 324.24, this pre-referral step is known as Instructional Support (PDE, 1994).

Pennsylvania IST Regulations

During the past 20 years, many students have been serviced through Pennsylvania's special education programs. Allington (1993) states, "The evidence suggests that too often these remedial and special education classes had little impact on children's learning. Participating children did not typically catch up with their peers but instead fell further behind academically."

Pennsylvania, since July of 1990, has been phasing in a pre-referral program, known as Instructional Support Teams, to identify at-risk students and implement strategies to help children to succeed in the regular classrooms. "I believe that large numbers of students who are now separated in special education could undoubtedly be included and integrated in regular classrooms," commented Albert Shanker at the AFT Conference in Washington, D.C., on January 14, 1994.

According to King (1994), four major objectives of this pre-referral program are:

1. Special education placement should decline because many of the needs will be addressed and supported in the regular classroom.
2. Labeling and over-identification will decrease.
3. Some students with handicaps and disabilities will be integrated in the regular classroom.
4. Teachers will be better trained and equipped to educate all students.

The Pennsylvania Department of Education also includes "a decline in retention

rate" as one of the state's goals (PDE, Bureau of Special Education, Instructional Support, 1994).

IST, in essence, was designed to help students and classroom teachers to develop ideas and materials to promote success. The initiative includes a mandated team of the building principal, classroom teacher, and support teacher. Various other adults such as the counselor, psychologist, nurse, speech therapist, reading specialist, other teachers, and parents may be included on the team. The team works together to problem-solve and develop strategies that will help at-risk students to succeed in the regular classroom.

Section III

METHODOLOGY

Subjects

According to statistics from the Allegheny Intermediate Unit located at Station Square, Allegheny County, there are 13 middle schools in Allegheny County where IST is in place. The subjects for this study were chosen from among the 13 districts where middle school students are eligible for IST. Due to the small size of the population, a sample was not used; the entire population was surveyed. Questionnaires were sent to the following 13 districts: Bethel Park, Chartiers Valley, Fox Chapel, Gateway, Hampton, Highland, Keystone Oaks, Shaler, South Park, Upper St. Clair, West Allegheny, West Jefferson, and West Mifflin.

Project Design

A cover letter, a questionnaire, and a stamped, return envelope were sent to each of the 13 districts. They were addressed and sent to the support teacher within the middle school building.

The cover letter (Appendix A) explained the reason for the questionnaire and a brief description of the purpose of the study.

The questionnaire (Appendix B) contained specific information about

academic effectiveness with respect to the number of students, gender, grade levels, and quality point averages.

The bottom of the questionnaire contained a section for support teachers to fill out if they were interested in the results of the study.

A follow-up phone call was made to the six remaining support teachers who had not responded within five days of the specified date. Within three days following the phone call, 11 districts were represented. Two districts, Shaler and Upper St. Clair, chose not to be included in this study.

Correlational Data

After having collected the questionnaires, the results were compiled into four subsections. The first subsection consisted of a tally of the percentages of IST students who entered and exited the process during the first semester of the 1995/1996 school year due to academic, social, behavioral, and communication difficulties. The second subsection indicated the percentage of male and female IST students, while the third subsection focused on the percentage of 6th, 7th, and 8th graders who were in IST for academic support. The fourth subsection noted the results of a t-score test that was used to indicate if the students' quality point averages had significantly gone up after having gone through the IST process.

Validity

Validity, or the assuredness that an instrument measures what it is intended to measure, was considered as this project was developed. Each of the following areas were also considered.

1. To ensure content validity, questions were selected to address the objective of the project. The questions were designed directly from the statement of the problem.
2. The statistical results were used to assess the academic effectiveness of middle school Instructional Support Teams in Allegheny County. It was all encompassing, and no hidden agenda was to be implied.

Reliability

Reliability, or consistency of the project, was taken into consideration as the project evolved. An attempt was made to make it as reliable as possible.

1. The objectives were developed to address specific areas, where no vague, misinterpretations could occur.
2. Statistical, objective information was requested to avoid a subjective bias from the support teacher.
3. The time frame was considered. Ample time was given to complete the questionnaire. Haste should not have caused carelessness due to a time constraint.

Section IV

RESULTS

In an effort to assess the academic effectiveness of middle school Instructional Support Teams in Allegheny County, a questionnaire was mailed to the 13 school districts in Allegheny County who have IST in place in a middle school building. Of the 13 potential responses, seven were received by the specified date of March 20. Due to the small population size, a second attempt was made to ascertain the statistics from the six districts whose questionnaires had not been returned. A phone call was made to those six support teachers on March 25, 1996. By March 28, 1996, 11 districts had supplied the requested statistics. Two districts, Shaler and Upper St. Clair, chose not to participate.

The limited number of school districts with Instructional Support Teams in place in Allegheny County middle schools resulted in a mailing to the entire population instead of to a sample. Consequently, the following data is based on a student population of 47.

Data Interpretation

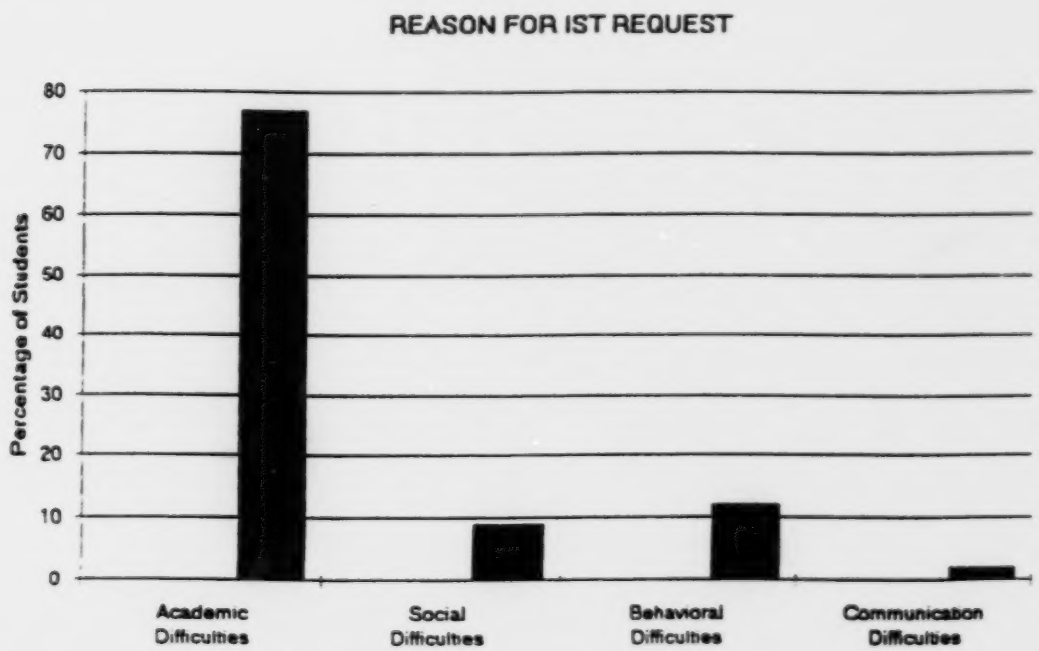
The hypothesis, evaluating the quality point averages of academically at-risk middle school students who had gone through the IST process, was performed through a t-test for independent means. A significant difference was found. The hypothesis

was supported as the null was rejected. The results of this test have concluded that there has been a significant improvement in QPA scores for academically at-risk middle school students in Allegheny County who have gone through the IST process. The alpha had been set at .05, thus concluding that there is a 95% certainty that these results did not happen by chance.

Graphical Display

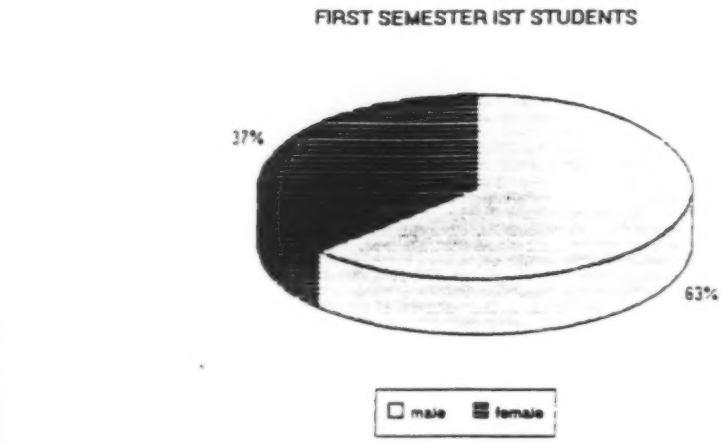
1. Percentage of middle school students who entered and exited the middle school IST process during the first semester of the 1995/1996 school year for:

Academic Difficulties	Social Difficulties	Behavioral Difficulties	Communication Difficulties
77%	9%	12%	2%



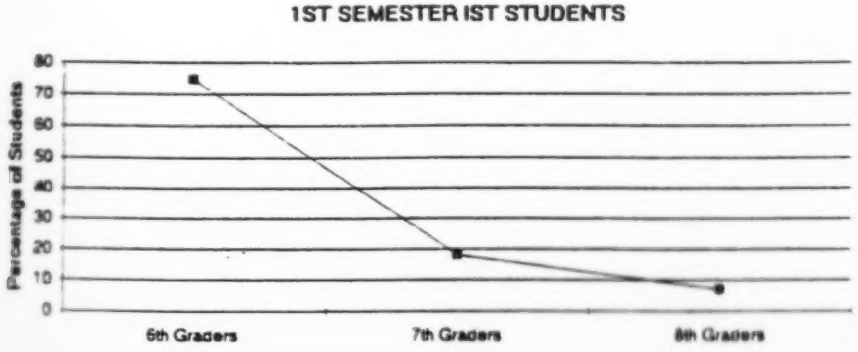
2. Percentage of middle school students who entered and exited the IST process for academic difficulties during the first semester of the 1995/1996 school year were:

Female	Male
37%	63%



3. Percentage of middle school students who entered and exited the IST process for academic difficulties during the first semester of the 1995/1996 school year were:

6th Graders	7th Graders	8th Graders
75%	18%	7%



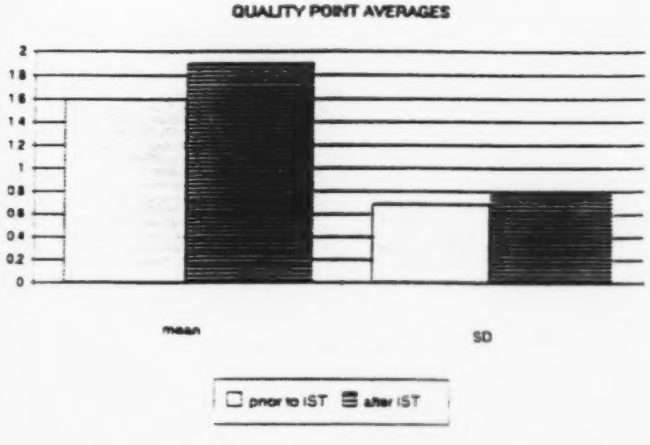
4. Statistical information relating to quality point averages of middle school students who entered and exited the IST process during the first semester of the 1995/1996 school year:

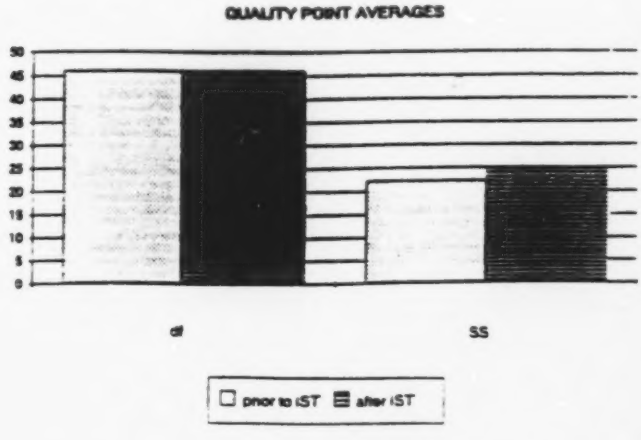
	mean	SD (standard deviation)	df (degrees of freedom)	SS (sum of squares)
Prior to IST:	1.6	.69	46	22.20
After IST:	1.9	.77	46	24.86

$$t = \frac{(\bar{x}_1 - \bar{x}_2) - (\mu_1 - \mu_2)}{S_{\bar{x}_1 - \bar{x}_2}} = \frac{(1.6 - 1.9) - 0}{.14} = \frac{-.3}{.14} = \textbf{- 2.14 t-score}$$

$\alpha = .05$ According to the t-distribution chart, based on 92 degrees of freedom, the proportion in two tails is -1.98 and 1.98.

Since the t-score is -2.14, the result is located in the tail, thus indicating that there was a significant difference in quality point averages.





Section V

CONCLUSIONS AND RECOMMENDATIONS

Effects of IST

This research supports the academic effectiveness of IST on Allegheny County middle school students. There was a significant rise in quality point averages for those students who had gone through the process due to academic difficulties during the first semester of the 1995/1996 school year. Reason would suggest that the Instructional Support Team was instrumental in helping the academically at-risk students to be more successful in school.

Implications for the Future

The support teachers and Instructional Support Teams, presumably, are aware of the academic impact the IST process has had on students in their building. It is questionable, however, whether that news has spread to the other faculty members, administrators, and members of the community. For the growth and stability of the IST process, it is imperative that this information be shared. Along with the statistical data, specific IST strategies should be discussed with and modeled for the classroom teachers. If the strategies have proven successful during the 30 day intervention period, reason suggests that they should also be effective if used by the classroom

teacher prior to requesting assistance from the Instructional Support Team.

Teacher inservicing, parent/teacher meetings, and school board presentations are a few ways to raise the awareness of the impact of the IST process.

Future research should focus on specific reasons why IST students are experiencing academic success. Student motivation/connectedness, parental involvement, team collaboration, and administrative support should also be considered.

Since IST requests for assistance also target students who are in need of social, behavioral, and communication support, future research should also focus on Instructional Support Team effectiveness in those areas. Specific strategies that have made significant differences in the lives of those students should also be noted.

Appendix A
Cover Letter #1

67 Cowan Road
Carnegie, PA 15106
March 4, 1996

Title
Building
District
Address
City, State Zip

Dear (IST teacher),

As a support teacher at Chartiers Valley Middle School and a graduate student at Robert Morris College, I am interested in the Pennsylvania Instructional Support Team initiative. As part of my work in the Master's program, I am evaluating the academic effectiveness of Allegheny County middle schools' Instructional Support Teams.

Your name has been given to me by Bob Gevaudan, our IST consultant at the Allegheny Intermediate Unit. He indicated that you are a very qualified IST teacher, and your input in this project would be beneficial.

I believe the information gathered from this study will be essential for the growth and development of the IST program. It will indicate if the state's objectives are being met, specifically in the area of academic improvement.

The questionnaire should take approximately 10 to 15 minutes to complete. Please send it back in the return envelope by March 20, 1996.

Please feel free to contact me concerning any questions regarding the study. You may reach me at work at 429-2220, or at home at 787-7445. Your assistance in this project is appreciated.

Sincerely,

Tammy Whitfield
Support Teacher

Appendix B

ACADEMIC EFFECTIVENESS OF ALLEGHENY COUNTY MIDDLE SCHOOLS' INSTRUCTIONAL SUPPORT TEAMS QUESTIONNAIRE

Please locate the needed statistics and answer the following four questions. After having completed the questionnaire, please place it in the return envelope, and mail it back by **March 20, 1996.**

1. During the first semester of the 1995/1996 school year, how many students entered and exited the IST process for:

   Academic difficulties? _____

   Social difficulties? _____

   Behavioral difficulties? _____

   Communication difficulties? _____

   (If a student had more than one area of concern, please select the category that received the major emphasis.)

2. During the first semester of the 1995/1996 school year, how many of the students who entered and exited the IST process for academic difficulties were:

   Male? _____

   Female? _____

3. During the first semester of the 1995/1996 school year, how many of the students entered and exited the IST process for academic difficulties were:

   6th graders? _____

   7th graders? _____

   8th graders? _____

4. List the QPAs of those students who had entered and exited the IST process during the first semester due to academic difficulties, prior to and following the IST process. If more than 27 areas are needed, list them on an additional sheet of paper.

Student No.	QPA prior to IST	QPA after IST	Student No.	QPA prior to IST	QPA after IST	Student No.	QPA prior to IST	QPA after IST
1			10			19		
2			11			20		
3			12			21		
4			13			22		
5			14			23		
6			15			24		
7			16			25		
8			17			26		
9			18			27		

If you would like a copy of the results, fill in the information below. Please return the entire questionnaire by ***March 20, 1996.***

Name _____

School District _____

School Address _____

City, State, Zip _____

Thank you for your assistance!

Please return to:

Tammy Whitfield
67 Cowan Road
Carnegie, PA 15106

REFERENCES

Allington, R. L. (1993). Michael Doesn't Go Down the Hall Anymore. The Reading Teacher, 46(7), 602-604.

Benson, P. L. (1995). The Law Including the Disabled. The Education Digest. 60, 45-46.

Christ, G. M. (1995). Curriculums with Real-World Connections. Educational Leadership, 52(8), 32-35.

Flake, C. L., Kuhs, T., Donnelly, A., & Ebert, C. (1995). Teacher as Researcher. Phi Delta Kappan, 76, 405-406.

Garner, H. G. (1995). Teamwork Models and Experience in Education. Needham Heights, Massachusetts: Allyn & Bacon.

George, J. (1991). Policy Formation of the Commonwealth of Pennsylvania's Special Education Regulations and Standards: A Case Analysis. Doctoral dissertation, University of Pittsburgh.

Kahn, P. (1975). Structure and The Modern Classroom. Brooklyn: Innovative Educational Affairs, Inc.

Kauffman, J. M., Lloyd, J. W., Baker, J., & Riedel, T. M. (1995). Inclusion of All Students with Emotional or Behavioral Disorders? Let's Think Again. Phi Delta Kappan, 76, 542-546.

King, K. B. (1994). The Impact of the Instructional Support Team Process on Teachers' Attitudes Concerning the Acceptability of Classroom Interventions. Doctoral dissertation, University of Pittsburgh.

Lee, G. (1994). Training By Staff, For Staff. NEA Today Education Support Edition 1994-95, 13(1), 16-17.

Lewis, R. & Paine N. (1986). How to Find and Adapt Materials and Select Media. London: H. Charlesworth & Company.

McMillan, J. H., Singh, J., & Simonetta, L. G. (1995). Self-Oriented Self-Esteem Self-Destructs. The Education Digest, 60, 9-11.

Morgan, S. R. (1985). Children in Crisis: A Team Approach in the Schools. San Diego: College Hill Press.

Ogden, E. H. & Germinario, V. (1988). The At-Risk Student. Lancaster, Pennsylvania: Technomic Publishing Company.

O'Sullivan, R. G. & Tennant C. V. (1993) Programs for At-Risk Students: A Guide to Evaluation. Newbury Park, California: Corwin Press, Inc.

Page, R. M. & Page, T. S. (1993). Fostering Emotional Well-Being in the Classroom. Boston: Jones & Bartlett.

Pennsylvania Department of Education, Bureau of Special Education, Instructional Support Team (1994). Instructional Support. (Available from Instructional Support Training Materials c/o Dr. Joseph Kovaleski, Intermediate Unit 13, 1110 Enterprise RD, E. Petersburg, PA 17520).

Pennsylvania Department of Education, Bureau of Special Education, Instructional Support (1994). Instructional Support: A Systematic Search for What Works!. (Available from Instructional Support Training Materials c/o Dr. Joseph Kovaleski, Intermediate Unit 13, 1110 Enterprise RD, E. Petersburg, PA 17520).

Pennsylvania Department of Education (1994). Special Education Services and Programs: Chapters 14 & 342. (Available from Bureau of Special Education, Division of Administration, 333 Market Street, 7th Floor, Harrisburg, PA 17126).

Shanker, A. (1994). Where We Stand on the Rush to Inclusion. Vital Speeches of the Day, 61, 314-317.

Thomas, J. W. (1993). Promoting Independent Learning in the Middle Grades: The Role of Instructional Support Practices. The Elementary School Journal, 93(5), 575-588.

Webb, C. A. (1995). An Inclusion Success Story. English Journal, 84(2), 127.